

E B Ellington Elementary

5600 Ellington School Road
Ravenel, SC 29470

Grades	PK-5 Elementary School	
Enrollment	229 Students	
Principal	Karen M. Hollinshead-Brown	843-889-9411
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	60	13

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Good	Yes
2005	Good	Good	No

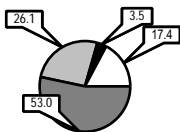
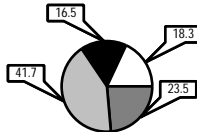
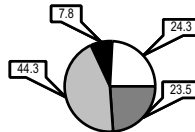
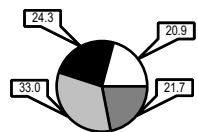
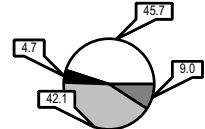
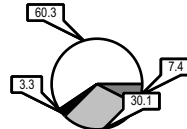
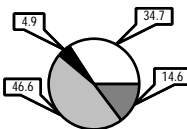
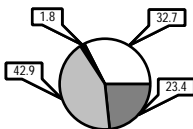
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	131	100.0	17.4	26.1	53.0	3.5	66.1	Yes	Yes
Gender									
Male	72	100.0	25.8	30.3	40.9	3.0	56.1		
Female	59	100.0	6.1	20.4	69.4	4.1	79.6		
Racial/Ethnic Group									
White	23	100.0	11.1	33.3	50.0	5.6	77.8	I/S	I/S
African American	97	100.0	18.9	25.6	52.2	3.3	63.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	100.0	10.3	27.8	57.7	4.1	73.2		
Disabled	19	100.0	55.6	16.7	27.8	0.0	27.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	100.0	17.4	26.1	53.0	3.5	66.1		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	100.0	17.9	26.8	51.8	3.6	65.2		
Socio-Economic Status									
Subsidized meals	116	100.0	18.6	27.5	51.0	2.9	62.7	Yes	Yes
Full-pay meals	15	100.0	7.7	15.4	69.2	7.7	92.3		

Mathematics – State Performance Objective = 36.7%									
All Students	131	100.0	18.3	41.7	23.5	16.5	63.5	Yes	Yes
Gender									
Male	72	100.0	22.7	45.5	19.7	12.1	59.1		
Female	59	100.0	12.2	36.7	28.6	22.4	69.4		
Racial/Ethnic Group									
White	23	100.0	11.1	27.8	50.0	11.1	83.3	I/S	I/S
African American	97	100.0	18.9	44.4	17.8	18.9	60.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	100.0	13.4	40.2	26.8	19.6	70.1		
Disabled	19	100.0	44.4	50.0	5.6	0.0	27.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	131	100.0	18.3	41.7	23.5	16.5	63.5		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	100.0	18.8	41.1	23.2	17.0	62.5		
Socio-Economic Status									
Subsidized meals	116	100.0	20.6	43.1	22.5	13.7	60.8	Yes	Yes
Full-pay meals	15	100.0	0.0	30.8	30.8	38.5	84.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	131	100.0	24.3	44.3	23.5	7.8	31.3
Gender							
Male	72	100.0	30.3	42.4	21.2	6.1	27.3
Female	59	100.0	16.3	46.9	26.5	10.2	36.7
Racial/Ethnic Group							
White	23	100.0	11.1	44.4	33.3	11.1	44.4
African American	97	100.0	27.8	41.1	23.3	7.8	31.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	100.0	14.4	49.5	26.8	9.3	36.1
Disabled	19	100.0	77.8	16.7	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	24.3	44.3	23.5	7.8	31.3
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	100.0	25.0	42.9	24.1	8.0	32.1
Socio-Economic Status							
Subsidized meals	116	100.0	25.5	47.1	21.6	5.9	27.5
Full-pay meals	15	100.0	15.4	23.1	38.5	23.1	61.5

Social Studies							
All Students	131	100.0	20.9	33.0	21.7	24.3	46.1
Gender							
Male	72	100.0	28.8	31.8	22.7	16.7	39.4
Female	59	100.0	10.2	34.7	20.4	34.7	55.1
Racial/Ethnic Group							
White	23	100.0	16.7	22.2	27.8	33.3	61.1
African American	97	100.0	22.2	34.4	20.0	23.3	43.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	100.0	10.3	36.1	24.7	28.9	53.6
Disabled	19	100.0	77.8	16.7	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	131	100.0	20.9	33.0	21.7	24.3	46.1
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	125	100.0	21.4	32.1	22.3	24.1	46.4
Socio-Economic Status							
Subsidized meals	116	100.0	21.6	34.3	22.5	21.6	44.1
Full-pay meals	15	100.0	15.4	23.1	15.4	46.2	61.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	38	100.0	18.4	34.2	44.7	2.6	47.4
	4	53	100.0	22.6	34.0	37.7	5.7	43.4
	5	50	100.0	53.2	38.3	8.5	N/A	8.5
	6	56	100.0	35.2	42.6	18.5	3.7	22.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	10.7	7.1	82.1	0.0	82.1
	4	46	100.0	17.9	25.6	48.7	7.7	56.4
	5	52	100.0	20.8	37.5	39.6	2.1	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	38	100.0	10.5	63.2	18.4	7.9	26.3
	4	53	100.0	5.7	56.6	24.5	13.2	37.7
	5	50	100.0	53.2	38.3	8.5	N/A	8.5
	6	56	100.0	25.9	37.0	31.5	5.6	37.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	33	100.0	10.7	39.3	32.1	17.9	50.0
	4	46	100.0	25.6	23.1	28.2	23.1	51.3
	5	52	100.0	16.7	58.3	14.6	10.4	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	10.7	53.6	28.6	7.1	35.7
	4	46	100.0	15.4	38.5	30.8	15.4	46.2
	5	52	100.0	39.6	43.8	14.6	2.1	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	33	100.0	7.1	28.6	25.0	39.3	64.3
	4	46	100.0	10.3	25.6	28.2	35.9	64.1
	5	52	100.0	37.5	41.7	14.6	6.3	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 229)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.8%	Down from 4.6%	3.9%	3.0%
Attendance rate	95.0%	Down from 96.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%	Down from 11.7%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.1%	Down from 11.2%	5.5%	3.2%
Eligible for gifted and talented	2.2%	Down from 6.3%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Down from 9.8%	7.9%	8.2%
Older than usual for grade	3.5%	Down from 7.9%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 0.0%	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	45.0%	Up from 39.1%	50.0%	52.6%
Continuing contract teachers	65.0%	Down from 78.3%	76.9%	83.3%
Highly qualified teachers	82.4%	Down from 88.9%	91.7%	93.5%
Teachers with emergency or provisional certificates	17.6%	Down from 18.2%	3.0%	0.0%
Teachers returning from previous year	68.9%	Down from 70.5%	83.0%	87.0%
Teacher attendance rate	96.1%	Up from 95.3%	94.9%	95.0%
Average teacher salary	\$41,795	Up 10.0%	\$40,320	\$41,703
Prof. development days/teacher	13.5 days	Up from 13.4 days	14.3 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 90.4%	88.8%	89.8%
Dollars spent per pupil*	\$6,495	Up 5.9%	\$7,442	\$6,242
Percent of expenditures for teacher salaries*	60.4%	Down from 60.5%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.8%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With the valuable assistance from staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school-wide initiatives for our students. All teachers in grades three through six participated in a reading course which was taught by a literacy coach who was provided by the Department of Education. Strategies from this course were implemented in the classrooms throughout the year. In order to show gains in math, our teachers will receive continuous training in our math series which aligns the state standards to our curriculum. To help our students improve in their writing skills, all teachers received training in the Write Traits Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington is working with Edison and Co-nect in order to improve student achievement. The components of these models include leadership, professional development, alignment of curriculum standards, and student assessment. Finally, the teachers are provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on PACT because of our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your children to do their best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your children what they did in school. Read to your children daily and let your children read to you, and let them write about what they read. It will make a difference. It takes all of us working together to make a difference in your children's education. Call or come by to see us in action. Our doors are always open and you are always welcome.

Karen M. Hollinshead-Brown, Principal
James Fludd, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	43	43
Percent satisfied with learning environment	100.0%	88.4%	82.9%
Percent satisfied with social and physical environment	100.0%	81.4%	80.5%
Percent satisfied with school-home relations	52.6%	86.0%	78.0%

*Only students at the highest elementary school grade level at this school and their parents were included.